

SEN 1-1 Teaching Assistant Application Pack

Beck Row Primary Academy
Beck Row, Suffolk

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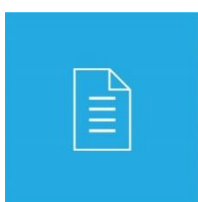
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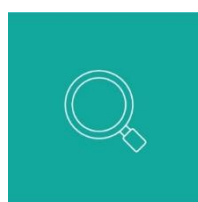
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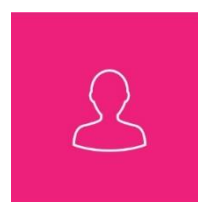
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#TransformingLives



01. About Academy Transformation Trust

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Wellbeing

At Academy Transformation Trust we put our people's welfare and wellbeing at the centre of everything and we know that this is more than just cake in the staff room on a Friday (although that is nice too!) Our Wellbeing Strategy covers 4 key areas: Working Environment, Personal Growth, Health and Lifestyle Initiatives and Culture.

Diversity, Equity & Inclusion

On our journey of *#transforminglives*, we are building a Diverse and Inclusive Community. We are aspiring to promote our Inclusivity, via Curriculum and Employee engagement. Together, we want to break down barriers, enjoy each individual and celebrate the value they bring to our Trust Family.

Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do



FAST FACTS ABOUT OUR TRUST

Our cross-phase group of academies was founded in 2011 and, since that time, we have grown to our current family of 21 academies (primary, secondary, post-16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 12,500 learners; for the careers of almost 2,000 colleagues; and for the most effective spending of over £80 million of taxpayer income each year.

ATT Institute

42 Leadership
Development
pathways across all
our directorates

Strategic Aims

- To plan and deliver a curriculum which enables students to re-integrate with learning, delivers improving progress and outcomes for all learners and demonstrates that lessons have been learned from the pandemic experience
- To create the conditions in which our people can demonstrate independent, thoughtful and confident behaviours in pursuit of our vision and aims
- To continue to improve our financial performance alongside an enhanced reputation in business operations and governance



Finance Headline Figures

- We receive £78 million in funding and other income

Headline Performance Measures

- Record progress scores for many of our primary academies in 2019
- Rising attainment 8 and progress 8 rates for three years running across all secondary academies
- Rising Key Stage 5 average points scores across all academies for three years



ATT | 21 Academies

Local Authority Areas | 10



Staff | 1739

Primary | 429

Secondary | 1145

Special | 28

FE | 67

Other | 70



Learners | 12,505

Primary | 2711

Secondary | 8451

Special | 45

FE | 1298

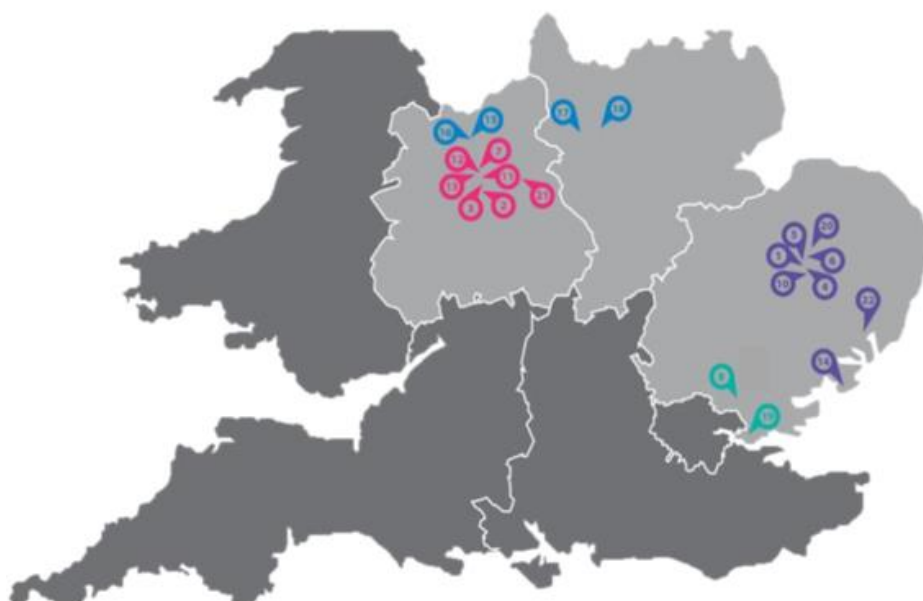
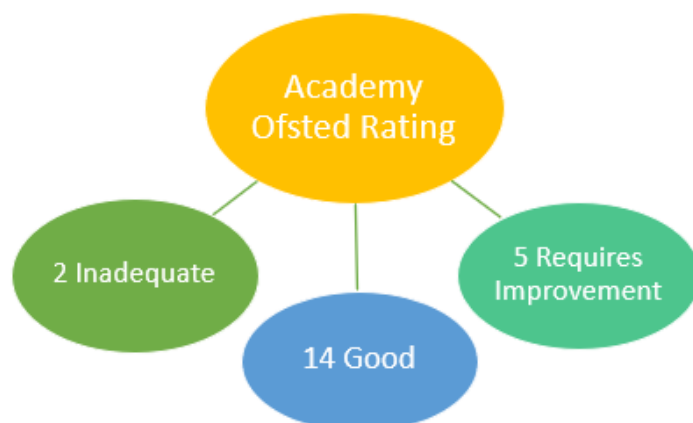


Governance

People Engaged | Over 120

Trustees | 11

Members | 5





Donovan Stansbury, Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

Martin Sexton, Lead for Computer Science and STEM Coordinator

Working for ATT has given me many opportunities to progress my career. A move from Westbourne Academy to Mildenhall College Academy 5 years ago gave me my first step up from teacher to leading Computer Science. I received an ATT award for STEM which led to me becoming the STEM coordinator. To help develop my career further I now lead Team Network Group meetings with other Computing teachers from across the trust. ATT has also allowed me to develop my skills knowledge through attending a range of CPD with Computing at School, Barefoot, and Digital Schoolhouse all of which are helping to develop my practice.

Abby Bayford, Director of Institute

I started a career with ATT in January 2014 as a Lead Practitioner of English at Bristnall Hall Academy. I was then given the opportunity to take on the role of Assistant Principal of Teaching and Learning as a maternity post. This opportunity was significant in developing my professional capacity to lead. It also helped to develop my leadership competencies and broaden my scope of influence. Fortunately, this became a permanent post. ATT is passionate about mobilising teacher agency and I was encouraged to drive improvement in areas within and beyond my remit. This led to an increase in responsibility and I became responsible for leadership and management and quality of education as Vice Principal. Through ATT's talent management processes, I was then identified as a potential system leader and was given executive portfolio responsibility for people development across our Trust. As such, I was given the opportunity to become Director of Institute, establishing a professional learning Institute as a vehicle to drive people development for all across our ATT family. This is my most rewarding role to date.

Amy Bills, Regional Education Director

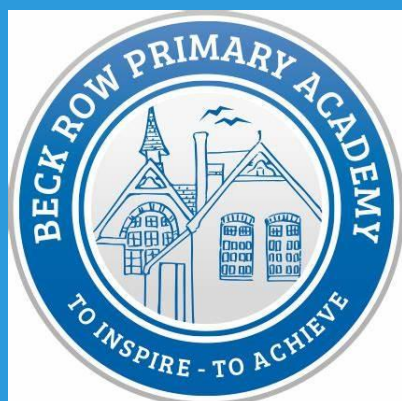
It is wonderful to be part of an organisation in which people development commands such a high profile. My own career development within ATT from Assistant Principal to Principal, Executive Principal and now Regional Education Director is an example of the wealth of opportunities afforded to us all - whatever our role - and the high quality professional development available when part of a large MAT which has transformation and collaboration at its core.

Nicola Powling, Faculty Leader Humanities

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.



02. Beck Row Primary Academy Information



We aim to build character as much as academic competence, so our assemblies focus on Values for Life. We want our children to become kind, caring and considerate citizens, so we encourage them to make the right choices.

We're confident that the diverse and rich community at our academy will give them the best possible start and the widest range of friends from all cultures and backgrounds – preparing them for success in today's fast-changing world.

The academy enjoys an enviable location in the small but growing village of Beck Row, close to historic Mildenhall, which was settled by the Romans and mentioned in the Domesday Book. In recent years, we have undergone a complete transformation via Suffolk's Academy Reorganisation process – from a small first academy to a fast-expanding primary academy with around 200 pupils.

Our growth has been accelerated by our membership of Academy Transformation Trust, giving us all the specialist support we need to enhance our teaching and stimulate our students to develop a lifelong love of learning that will serve them well when they leave us in year 6.

To find out more, please visit www.beckrow.attrust.org.uk

03. Our Institute



What is our ATT Institute? Who does it serve?

Our 'Institute' is an umbrella term for all people development available to all ATT stakeholders. It serves our whole ATT community: children and young people, parents and carers, employees and the wider community.

Our ATT Institute Vision

We are committed to the very best people development. We empower all stakeholders through equality of opportunity and place the needs of our stakeholders and the communities we serve at the front and centre of all we do. We believe we are better together and value collaboration within and beyond our organisation. ATT People Development activities will be the very best learning our stakeholders have ever had. Through high-quality people development we will all transform lives and communities.

Our Institute is a learning eco-system through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system. Leadership does not just come from the top; it has to be genuinely stakeholder-led. Irrespective of our role: admin, education, estates, finance, governance and operations, we all have a responsibility to make things better for children and young people and to help ensure that teachers are delivering a top-drawer education. Thus, we have a professional obligation to keep getting better through engagement in people development activities so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities is the best it can possibly be.

We resolutely believe it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ATT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute. The advancement of our Institute in this way, will lead to whole of system improvement and transform more lives and more communities.

Available people development opportunities for all employees:

Role Performance Development

Our Institute has established 42 Leadership Development Pathways (LDPs) across all our directorates: Education, Finance, Governance, Trustees and Operations, shared through an Institute brochure. The purpose of each LDP is to explain available people development experiences that will support role performance development. Through this menu of opportunities, colleagues can design their own people development journey.

ATT Institute is also a provider of the following people development courses:

- The National Professional Qualification for Middle Leaders
- The National Professional Qualification for Senior Leaders
- ATT Institute Learning Leaders Course & the SSAT Lead Practitioner Accreditation

Strategic collaboration

Collaboration is the oxygen of an improving and self-sustaining Trust. This is facilitated through the following strategic collaboration groups:

- Principals' Development Group
- Strategic Development Group
- Subject Team Network Group

These groups have been described as the 'engine room' of our organisation and the colleagues that lead them, the 'learning brain.'

Research design and its translation

Research is a crucial resource in building knowledge, facilitating learning and renewing our practice. However, it is integral that our research practice does not sit independent to our work in classrooms. Built into our approach is inquiry-based learning. To advance our commitment to research-informed practice, we have established an action research team. The action research team contribute to the advancement of research in areas linked to our strategic improvement priorities and have responsibility for translating their research findings through Strategic Development and Subject Team Network Groups.



04. Job Description

SEN 1-1 Teaching Assistant

Job Purpose:

To work with and support an identified child with specified academic, physical and emotional/behavioural/medical needs on an individual basis.

To work in partnership with class teachers to support learning in line with national curriculum, code of Practice and academy policies and procedures.

Key responsibilities

- To work with a named child, as directed by the class teacher and/or SENCo, to support subjects and learning across the whole curriculum
- To establish supportive relationships with the pupil concerned
- To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
- Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
- To provide regular feedback on the pupil's learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
- Support the use of ICT in the classroom and develop pupils' competence and independence in its use
- Monitor and record pupil activities as appropriate writing records and reports as required
- Assist with the development and implementation of IEPs
- Assist with escorting pupils on educational visits.
- Understand and apply academy policies in relation to health, safety and welfare
- Attend relevant training and take responsibility for own development
- Attend relevant academy meetings as required
- Respect confidentiality at all times
- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- Complying with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Any other tasks as directed by your line manager.



05. Person Specification

SEN 1-1 Teaching Assistant

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none">• Level 3/4 Autism training	<ul style="list-style-type: none">• English and Maths GCSE or equivalent• Knowledge of ARFID (Avoidant/Restrictive Food Intake Disorder)• Positive handling/Restraint training (training can be provided)
Experience	<ul style="list-style-type: none">• Previous experience of working with children with special educational needs and disabilities.	<ul style="list-style-type: none">• Previous experience of working in a school environment
Safeguarding	<ul style="list-style-type: none">• Commitment to the protection and safeguarding of children and young people• Will co-operate and work with relevant agencies to protect children	<ul style="list-style-type: none">• Up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of children and young people.
Personal Qualities	<ul style="list-style-type: none">• Patience and the ability to remain calm in stressful situations• Can Show resilience on the face of challenge• Understand the importance of and maintain confidentiality at all times• Developed interpersonal skills with the ability to listen and communicate effectively• Developed critical thinking skills• A good sense of humour	<ul style="list-style-type: none">• Can demonstrate a proven track record of developing self• Knowledge of current educational issues• Sensitivity and understanding• Can manage own workload• Ability to understand people's reactions.• Highly approachable and able to make sensible judgements



06. How to apply

SEN 1-1 Teaching Assistant

Beck Row Primary Academy

Status:

30 hours per week
Term time only (38 weeks)

Applying:

Please apply by visiting
www.academytransformatio
ntrust.co.uk/vacancies

Salary:

NJC scale point 4-9
Actual Salary: £12,561.26 - £13,868.27
FTE Salary: £18,933.00 - £20,903.00

Closing Date:

1pm Friday 1st October 2021

Start Date:

As soon as possible

Interviews:

Friday 8th October 2021

#TransformingLives

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